

LB1591  
.C5



B124  
C5

*The Art Education Society and  
The Home Gardening Association*

of

THE CLEVELAND PUBLIC SCHOOLS



THE LIBRARY  
OF CLEVELAND

1904

L B 1591

C 5

JAN 10 1905  
D. of D.

MAILED JAN  
RECEIVED TO

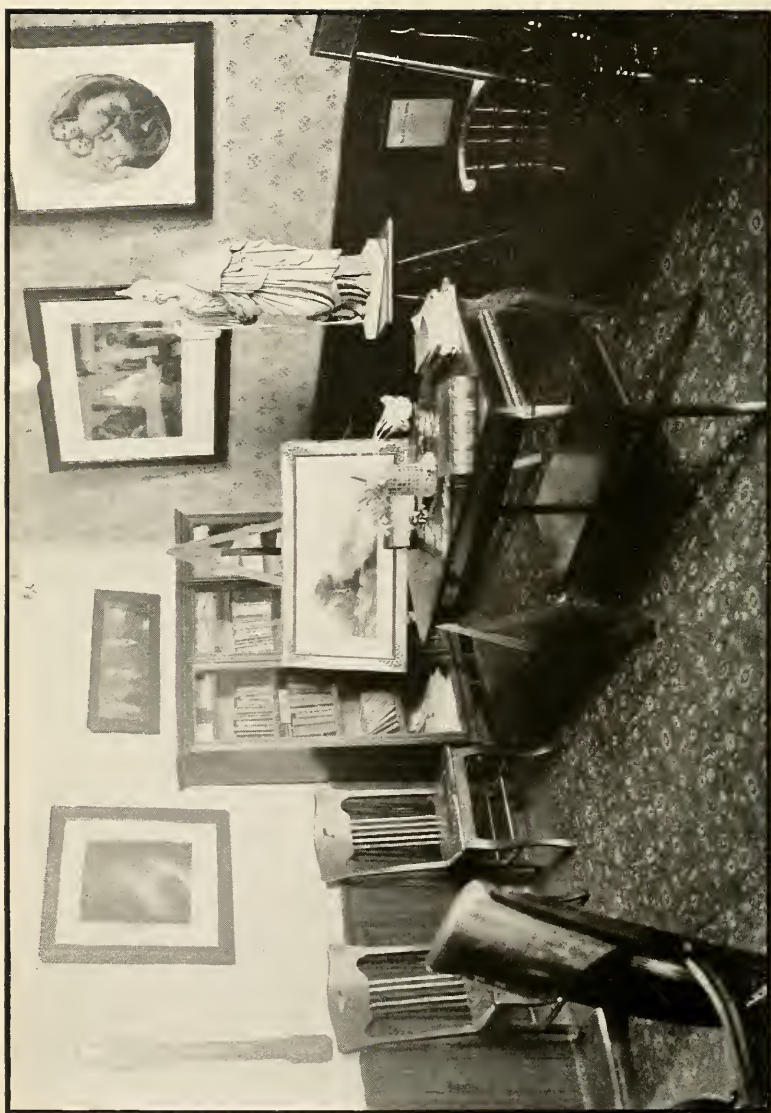
## INTRODUCTION.

Through the pictures, statuary and casts secured and placed in the class rooms and halls of the eighty or more school buildings of Cleveland by the Executive Committee of the Art Education Society, and by means of preparing the soil, planting of seeds and bulbs, cultivating the growing plants and gathering in the flowers under the directions of the Home Gardening Association, large and valuable educational factors or agencies have been added to the regular work of the schools. The one has opened the eyes of the child to all that is beautiful, ennobling and inspiring in Art, the other to the same things in nature. The influence of each has not only been educative, but has touched and developed a side of the mental and spiritual life of the child that the regular studies of the school have not reached. It is that unconscious influence that enters into the heart and soul and makes character. These educative forces are no part of the schools' curriculum but, as we believe, are a large and vital part of every pupil's education. It is not alone the school or the institution, but things that educate. It is with the view of enlarging and enriching the work of the schools that the Art Education Society was organized and the aid of the Home Gardening Association accepted and encouraged.

**The** work of these Associations in connection with the schools of our city is briefly told in the booklet we present to those interested in the larger education of the children in our Public Schools.

EDWIN F. MOULTON,  
Superintendent of Instruction.

HOUGH SCHOOL  
PRINCIPAL'S OFFICE





BOLTON SCHOOL  
HALL

## The Art Education Society

In the year 1896 there was formed a society among the Cleveland teachers, known as the Cleveland Art Education Society.

The purpose of the Society was to secure reproductions of the great pictures of the world, foreign and domestic views, for the use of the schools of the city, as a means of educating the children in the appreciation of the beautiful.

The following statement from a notice sent out at the time of the formation of the Society explains more fully its purpose:

"This is to be done in the belief that the good, the true and the beautiful are at heart one. Pictures are to be placed on the walls of the school rooms, not for the purpose of decoration chiefly, but as a means of culture through their constant, unobtrusive, helpful presence in the room. To have a child sit where his eyes will rest in moments of relaxation from school work upon one of the world's master pieces is to subject him to a refining and ennobling influence that will tell for good upon his rapidly forming character. Pictures accomplish in this way much that is hard to reach by more direct methods. When once placed in the schools good pictures are a permanent force, influencing successive classes for good without further expense and without interruption to the exercises of the schools. From every point of view they are a desirable addition to the moral influence which the schools exert

upon pupils. When Longfellow advised his friend that he should not allow one day to pass without hearing good music, reading a great poem, or seeing a beautiful picture, he was but repeating the famous saying of Goethe's in "Wilhelm Meister."

By means of teachers' dollar membership fees, entertainments, lectures, etc., \$6,000 was raised the first year. This movement has gained many ardent supporters among teachers, scholars, parents and other public spirited citizens, and the work has gone on steadily until there are now about 4,102 pictures in the schools. The total cost of the pictures now in the Cleveland Public Schools aggregate \$27,665.65. For the benefit of those who are interested in the work the Constitution of the Cleveland Society is given below:



BOLTON SCHOOL  
THIRD GRADE ROOM

## The Cleveland Art Education Society

### CONSTITUTION

#### SECTION I—TITLE

This Association shall be known as The Cleveland Art Education Society.

#### SECTION II—PURPOSE

The purpose of this Association shall be to raise funds by voluntary contributions and otherwise, and to purchase with such funds pictures, statuary and other works of art to be placed in the public school

buildings of this city, as a permanent means of culture to the successive classes of pupils in these schools.

### SECTION III.—MEMBERSHIP.

The contribution of a sum not less than one dollar and the signing of this Constitution makes the donor a member of the Society.

### SECTION IV.

There shall be a Recording Secretary, whose duty it shall be to keep an abstract of the actions of the committees and to keep the accounts of the Association. He shall give bond in the sum of \$1,000.

There shall be a Treasurer of the Association who shall be elected by the Executive Committee and who shall not be a member of that body. He shall have sole charge of the funds of the Association and pay out the same on authority of the Purchasing Committee, approved by the Chairman of the Executive Committee. He shall give bond in such sum as shall be satisfactory to the Executive Committee.

### SECTION V.—CONSTITUTION OF COMMITTEES.

There shall be an Executive Committee composed of the principals of the different district and high schools of the city, the Special Supervisors, General Supervisors, Superintendent of Instruction and the School Director. The Superintendent of Instruction shall be ex-officio chairman of the Executive Committee. The members of the School Council shall be ex-officio honorary members of the Executive Committee.

The Executive Committee shall define the general policy of the Association, decide upon a general list of works to be purchased, and devise methods of raising money to promote the ends of the Association. It shall hold such meetings during the school year as the necessities of the work devolving upon it shall make necessary. The Chairman of the Executive Committee may at any time call a meeting of the Committee, and he shall do so when he is requested by five members of the Committee.

There shall be a Purchasing Committee which shall consist of five persons. The Superintendent of Instruction and the Supervisor of Drawing in the Public Schools shall be ex-officio members of this Committee. The other three members shall be elected by the members of the Executive Committee from their own number at the first meeting of this body in each year; and each person so elected shall serve three years from date of election and until his successor shall have been duly elected; provided that in the first election, one member shall be

designated to serve one year, one two years, and one three years ; so that thereafter one only shall be elected each year.

The Purchasing Committee shall have exclusive power to select and purchase pictures within the general limits agreed upon by the Executive Committee, and to distribute them to the buildings entitled to the same. This Committee shall have power to incur necessary expenses, and no bill shall be paid by the Treasurer unless signed by the Chairman of the Executive Committee, the Chairman of this Committee and the Secretary of the Society. The collectors shall report to the Secretary and turn over the money they collect to him. The Secretary shall deposit the moneys with the Treasurer.

#### SECTION VI.

The supervisors, principals and teachers of the public schools who are members of the Society are authorized solicitors of subscriptions to the funds of the Association, to act under rules established by the Executive Committee.

#### SECTION VII.

Amendments to this Constitution may be made, or By-Laws may be adopted, at any meeting of which due notice has been given, by a two-thirds vote of the members of the Executive Committee present at such meeting.



BROADWAY SCHOOL  
THIRD GRADE ROOM

# List of Pictures in the School Buildings of Cleveland Public Schools.

## Reproductions of Foreign and American Paintings, Water Colors, Etc.

Aurora.  
Lady Washington's Reception.  
History of the Law.  
Washington and His Generals.  
Sir Galahad.  
Prophets from Boston Library.  
Dutch Windmill.  
Courtship of Miles Standish.  
The Gleaners.  
Reading from Homer.  
Dance of the Nymphs.  
Leaving the Hills.  
Spring.  
One Hundredth Psalm.  
Landscape.

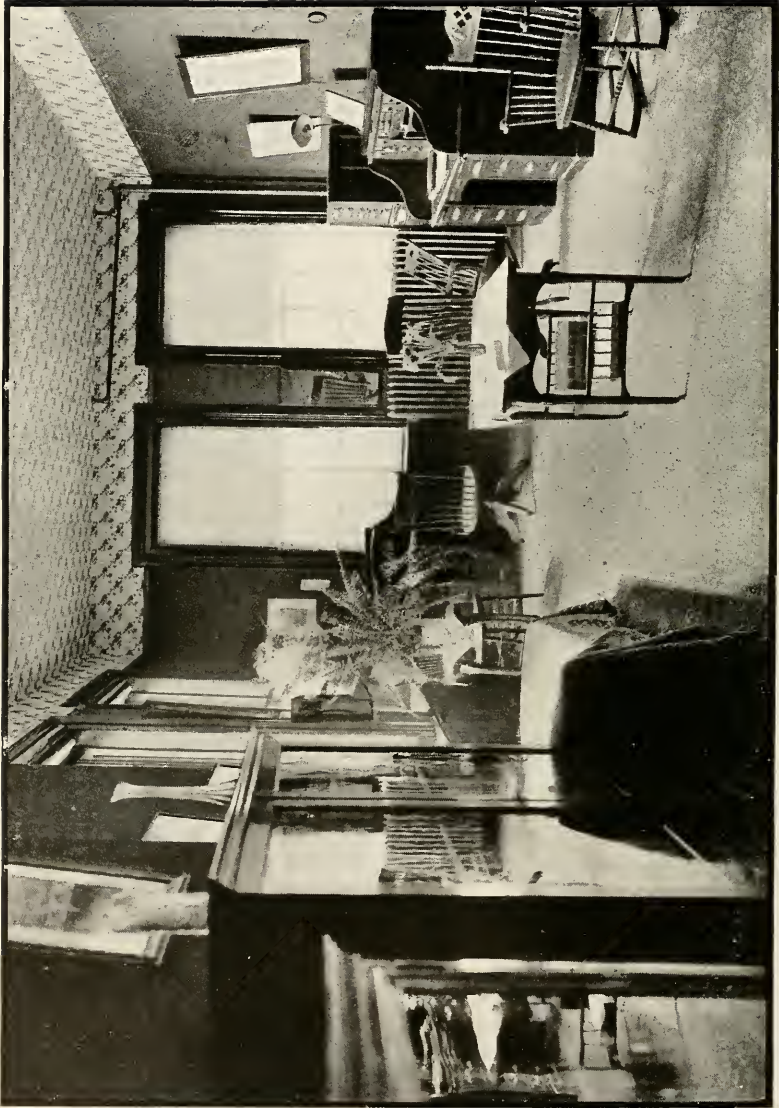
Saved.  
Baby Stewart.  
A Little Child Shall Lead Them.  
Sheep.  
By the Riverside.  
Christ and the Doctors.  
Sistine Madonna.  
Brittany Sheep.  
Dignity and Independence.  
The Red Deer at Chillingham.  
St. Bernard Dog in the Snow.  
Queen Louise.  
Fairyland.  
Rounding the Herd.  
Water Color.



BROADWAY SCHOOL  
EIGHTH GRADE ROOM

Dog.  
Connoisseurs.  
St. Cecilia.  
Pharaoh's Horses.  
Stewart Family.  
Angel Heads.  
Hour of Rest.  
The Shepherdess.  
Greedy Calves.  
Dutch Landscape.  
The Rainbow.

Lincoln and His Cabinet.  
American Poets.  
The Golden Stair.  
Christ and the Rich Young Ruler.  
Head of Christ.  
Madonna.  
The Angelus.  
The Return of the Shepherds.  
Swift and Stella.  
The Child Handel.  
The Return of the Mayflower.



BROWNELL SCHOOL  
PRINCIPAL'S OFFICE

John Alden and Priscilla.  
 A Member of the Humane Society.  
 Choir Boys.  
 Nydia.  
 Highland Cattle.  
 The Forest Pasture.  
 Group of Musical Composers.  
 The Pointers.  
 Piper and Nut-Crackers.  
 The Nativity.  
 Christ Blessing Little Children.  
 The Two Monarchs.  
 Summer Landscape.  
 A Pastoral Scene.  
 Lost.  
 The Good Shepherd.  
 Summertime.  
 On the Heath.  
 The Awakening.  
 The Country Road.  
 Group of Sheep.  
 For Man Must Work.  
 The Summer Shower.  
 On the Farm.  
 Durham Cattle.  
 Kentucky Home.  
 The Forest.  
 Indigence.  
 The Bridge.  
 A Mountain Picture.  
 Christmas Chimes.  
 Greek Maidens.  
 Hiawatha and Minnehaha.  
 The Cows at the Brook.  
 Feeding the Chickens.

The Playmates.  
 The Cherubs.  
 The Horse Fair.  
 Group of Animals.  
 The Smithy.  
 Play-time.  
 Three Kittens.  
 Love and Jealousy.  
 Meditation.  
 At the Ferry.  
 Summer Morning.  
 Cows.  
 The Dance of the Muses.  
 A Lazy Hour.  
 The Sheep Fold.  
 Ruth.  
 The Guardian Angel.  
 Ocean Waves.  
 A Forest Interior.  
 American Flag.  
 The Knitting Shepherdess.  
 Children of the Shell.  
 Favorite Horse and Dog.  
 Three Members of a Temperance Society.  
 Can't You Talk?  
 Priscilla Spinning.  
 Song of the Lark.  
 The Helping Hand.  
 Escaped Cow.  
 The Wanderers.  
 Maud Muller.  
 O'er Crag and Torrent.  
 At Mid-day Rest.  
 Scotch Cattle.  
 The Deer Pass.



CLARK SCHOOL  
 HALL

The Brookside.  
 I Hear a Voice.  
 Grace Darling.  
 Return of the Flock.  
 Washington Crossing the Delaware.  
 Signing of the Peace Protocol.  
 Stag at Bay.  
 The Harvest Moon.  
 Handel Playing at Night.  
 Fisher Girl.  
 Gathering Flowers.  
 On the Prairie.  
 Watering the Cattle.  
 In the Barnyard.  
 Children of Charles I.  
 Pulling Weeds.

Morning.  
 Ploughing.  
 Priscilla.  
 Madonna and Child.  
 Christ Face.  
 Friends.  
 Her Pets.  
 Partners.  
 Pilgrims Going to Church.  
 Joan of Arc.  
 Head of Lorna Doone.  
 The Sanctuary.  
 Deer Pass.  
 The Return of the Gleaners.  
 Spielende Kinder.  
 A Dead Heat.



DENISON SCHOOL  
 FIRST GRADE ROOM

First Steps.  
 Fairy Tale.  
 A Writing Lesson.  
 Divine Shepherd.  
 Holy Night.  
 St. John and the Lamb.  
 Pilgrim Exiles.  
 Innocence.  
 St. Anthony.  
 The Sunshine of His Heart.  
 Wait a Minute.  
 Leaving the Hills.  
 Fra Angelico's Angels.  
 Origin and History of Our Flag.  
 Hay Making.  
 First Lesson.  
 Summer.

Friends or Foes.  
 Saved.  
 Queen Alexandra and Her Dog.  
 The Empty Chair.  
 When the Heart is Young.  
 Study in Roses.  
 Oxen Ploughing.  
 Boyhood of Lincoln.  
 Feeding the Birds.  
 The Infant Samuel.  
 Haying Time.  
 The Lord of the Glen.  
 The Prophets.  
 Yankee Doodle.  
 The Two Travelers.  
 Watt Discovering the Condensation of Steam.

Return of the Fishing Boats.  
 Straits of Ballachulish.  
 Countess Potocka.  
 The First Blow for Liberty.  
 Absorbed in Robinson Crusoe.  
 The Hours.  
 Shaw Memorial.  
 Scotch Cattle.  
 Young England and His Sister.  
 Highland Solitude.  
 Listening to the Fairies.  
 Grant at the Front.  
 Vision of St. Anthony.  
 Home Sweet Home.  
 Helping Mother.  
 Society of Friends.

Detail of the Sistine Cherubs.  
 The French Shepherd.  
 Return of Napoleon.  
 Cicero Denouncing Catiline.  
 A Merry Heart.  
 Modern St. Cecilia.  
 Out for a Sail.  
 Take a Bite.  
 Holland Woman Spinning.  
 The Faithful Scholar.  
 St. Anthony's Vision (Detail).  
 Mother's Care.  
 The Balloon.  
 Rembrandt.  
 Sheep Pen.  
 The Wrestler.



DETROIT SCHOOL.  
 EIGHTH GRADE ROOM

Leaving the Hills.  
 Lord of All I Survey.  
 Victor of the Glen.  
 Lions at Home.  
 Arab Horseman.  
 Marine Scene.  
 Mother Goose.  
 Bull.  
 Rest in the Flight to Egypt.  
 Haarlem.  
 Over Snow Fields Waste and Pathless.  
 Landscape and Children Dancing.  
 Portrait of a Lady.  
 A Norman Sire.  
 Marine View.  
 The Flower Girl.  
 The Pit.

Going Over the Hills.  
 In Harvest Time.  
 The End of the Harvest.  
 Cow.  
 Water Carrier.  
 Lady of the Lake.  
 Imperial Courier.  
 Goose Girl.  
 Couriers of Napoleon.  
 St. John the Baptist.  
 Christ Blessing Little Children.  
 Music.  
 Inspiration.  
 Storm on the Mountain.  
 Age and Youth.  
 Return from Horse Fair.  
 Immaculate Conception.



DUNHAM SCHOOL  
LIBRARY

|                                           |                                                 |
|-------------------------------------------|-------------------------------------------------|
| Song.                                     | The Lone Wolf.                                  |
| Innocence.                                | The Prize Calf.                                 |
| Mother's Birthday.                        | Shoeing the Horse.                              |
| Waifs.                                    | The Pet Bird.                                   |
| After the Storm.                          | Morning.                                        |
| Four Seals—America, Europe, Asia, Africa. | Night.                                          |
| The Lake.                                 | The Lone Watcher.                               |
| Returning From Work.                      | Detail from Holy Night.                         |
| In the Cow-Yard.                          | A Helping Hand.                                 |
| Sunday in Sleepy Hollow.                  | Lion.                                           |
| Day Dreams.                               | The Farewell.                                   |
| Washington at Valley Forge.               | First Reading of the Emancipation Proclamation. |
| Woods in Autumn.                          | The Midnight Challenge.                         |
| Shakespeare and His Friends.              | Drafting the Declaration of Independence.       |
| St. John and the Christ Child.            | Sheep in a Storm.                               |
| Sistine Madonna (Detail).                 |                                                 |



EAST MADISON SCHOOL  
HALL

|                            |                                |
|----------------------------|--------------------------------|
| Apparition to Shepherds.   | Steady.                        |
| The Angels' Choir.         | The Heart of the Black Forest. |
| The Three Good-byes.       | Left Outside.                  |
| In the Country.            | Sunshine.                      |
| The Last Supper.           | Prize Jerseys.                 |
| The Jester.                | Come Back Soon.                |
| Madam Le Brun.             | Peasant Life.                  |
| Washington and His Mother. | The Haunted Castle.            |
| The Milkmaid.              | Prayer in the Forest.          |
| The Serenade.              | Scotch Raid.                   |
| The Presidents.            | Animals.                       |
| The Caravels.              | Dutch Boy.                     |
| Guardians of the Temple.   | Woodland Mother.               |
| Evangeline.                | After Work.                    |
| Dog and Woodcock.          | Hope.                          |
| Peace.                     | Flight of the Night.           |
| The Cross Walk.            | Justice.                       |

Nursery.  
 Fisherman.  
 Mountains.  
 First Music Lesson.  
 Child's Head.  
 Neapolitan Boy.  
 Children at Spring.  
 Restless Sea.  
 The Two Farewells.  
 The River Bank.  
 Meadow Pool.  
 Shepherd's Lane.  
 Hosea.  
 At the Watering Trough.  
 The Halt in the Desert.  
 The Young Musicians.

A Tug of War.  
 The Flower Girl.  
 The Mill Wheel.  
 Brazello.  
 Dutch Fishing Boats.  
 Baffled.  
 Falling Leaves.  
 The Rose.  
 Return of the Reapers.  
 The Zither Player.  
 The First Born.  
 Love is Blind.  
 Milton Dictating Samson Agonistes.  
 Vestal Virgin.  
 Music.  
 The Children of the Fisherman.



GORDON SCHOOL  
 STAIRWAY

The Brook.  
 Richelieu and His Cats.  
 Scotland Forever.  
 The Milk Maid.  
 Dutch Interior.  
 Old Mill.  
 Study.  
 At the Pool.  
 Drop.  
 Live and Let Live.  
 Shepherdess and Cattle.  
 Legend of the Lakes.  
 Tiger.  
 The Two Travelers.  
 Washington and His Generals.  
 The Constitution.  
 Longfellow and His Study.

Death of the Stag.  
 The Church in Winter.  
 Silent Prayer.  
 Child Samuel Praying.  
 The Love Token.  
 The Acquittal.  
 Christmas Eve Wengeline.  
 The Guardian Angel.  
 The Apple of Paris.  
 Evening.  
 On the Potapso.  
 Evening Shadows.  
 Asleep.  
 Easter Lilies.  
 A Noble Charger.  
 Then the Fairies Went to Bed.  
 The Contented Flock.

Girl with Apple.  
 The Frigate Constitution.  
 The Weavers.  
 Beech Trees.  
 Dogs Heads.  
 A Norman Girl.  
 Puss at Bay.  
 Swiss Scene.  
 Boy and Horses.  
 King Charles' Spaniels.  
 Proclamation.  
 Cloister Supper.  
 Battle of Lexington.  
 Kings of the Desert.  
 Shady Pool.  
 Early Modes of Travel.

Water Color.  
 Odin.  
 Order of the Bath.  
 Annunciation.  
 On the Prairie.  
 Mary.  
 Puppies.  
 Goodnight.  
 Sheridan's Charge.  
 Evolution of the Brook.  
 Shetland Ponies.  
 The Knights.  
 Friends of the Chase.  
 Sale of Pet Lamb.  
 Motherless.  
 Franklin at the Court of France.



KINSMAN SCHOOL  
 FIRST GRADE ROOM

The Watch Dog.  
 Evolution of the Pen.  
 Two Little Braves.  
 Indian Head.  
 Congress, 1850.  
 Surrender of Cornwallis.  
 Playing with Grandpa.  
 Spring Blossoms.  
 Landscape With Mill.  
 To the Rescue.  
 Devils' Slide.  
 King Arthur.  
 Augustus.  
 Longfellow's Children.  
 Shakespeare and His Friends.  
 Augustine Age.  
 Sunset.

Queen Victoria's Children.  
 Iniquitude.  
 Adrift.  
 The Melon Eaters.  
 In the Meadow.  
 Going to Work.  
 Surrender of Lee.  
 A Puritan Sabbath.  
 The Nearest Way Home.  
 The Sick Monkey.  
 A Fascinating Tale.  
 I Cut it With My Hatchet.  
 The Girl and Cat.  
 Give Us This Day Our Daily Bread.  
 Spare the Weeds.  
 Industry.  
 Waiting for the Master.



MILES PARK SCHOOL.  
SEVENTH GRADE ROOM

Coming from the Fair.  
 Princes in the Tower.  
 Cherry Girl.  
 A Sure Catch.  
 The Blessing.  
 Berkshire Hills.  
 Young and Old Glory.  
 Pansy Party.  
 Disgrace in the Family.  
 Puritans.  
 Watchers by the Sea.  
 A, B, C.  
 Prince Balthazar.  
 Thoroughbred.  
 Egyptian Scene.  
 Magdalene.

Arab Outposts.  
 Law.  
 St. Michael and Dragon.  
 The Return to the Farm.  
 Crosswalk of the Dominicans.  
 Mother Goose Rhymes. (Ten pictures).  
 Equestrian Picture of Washington.  
 A Wee Bit Anxious.  
 French Battle Scene.  
 The Class.  
 French Officer.  
 Hunting Dogs.  
 Peasant Scene.  
 Child With Dogs.  
 Not to be Caught by Chaff.  
 Morning Greeting.



LINCOLN SCHOOL  
 ASSEMBLY ROOM

St. Bernard Puppies.  
 Return to Port.  
 Breaking to Port.  
 Breaking Home Ties.  
 El Capitan.  
 Wharf Rats.  
 Death of General Warren.  
 Struggle for Liberty.  
 Death of Andre.  
 Columbus in Chains.  
 School Dismissed.  
 Hans Sachs and Albrecht Durer.  
 Landseer and Dogs.  
 St. Cecilia, Peter and John.  
 Santa Marie.  
 Battle of Lake Erie.  
 Choosing the Casket.

Prize Horses.  
 In the Morning.  
 Love Rules.  
 Ducks.  
 Chickens.  
 January, February. March.  
 April, May, June.  
 Autumn.  
 Summer.  
 Mother and Child.  
 Waiting for the Mistress.  
 The Sower.  
 The Three Dogs.  
 In Der Mutter Schutz.  
 His Heart's Delight.  
 October.  
 The Holy Family.

Law Panel.  
 Iphigenia.  
 The Wounded Lamb.  
 Affection.  
 Kiss Me.  
 Horses in Storm.  
 Star of Bethlehem.  
 Group of Inventors.  
 Lincoln in His Study.  
 Washington in His Study.  
 Grandfather and Child.  
 Holland Children.  
 The Old Pedagogue.  
 Winter Scene.  
 Roman Senate.  
 Ave Domina.  
 Ave Regina.  
 Lead Kindly Light.  
 See-Saw.  
 The Golden Harvest.

Oranges and Lemons.  
 Good Morning Grandma.  
 Maternal Cares.  
 Wintertag.  
 The Flag of France.  
 Happy Days.  
 Day Dreams.  
 Undecided.  
 Rebecca at the Well.  
 Divine Inspiration.  
 Caritas.  
 Old Friends.  
 Foundling Girls.  
 Chorister Boys.  
 Alderney.  
 Princess Mary.  
 Beethoven and His Friends.  
 Battleship "Iowa."  
 Interior of a Mosque—Old Cairo.



QUINCY SCHOOL  
 HALL

### Places and Objects of Interest—Foreign and American.

Temple of Philae.  
 Coliseum.  
 Grand Canal.  
 St. Marks.  
 Arch of Constantine.  
 St. Angelo and Bridge.  
 Roman Forum.  
 Courts of Borgello.  
 Cathedral of Milan.  
 Venice.  
 Niagara Falls.

Amiens Cathedral.  
 The Court of Lions.  
 Pyramids and Sphinx.  
 Garden of the Gods.  
 Yosemite.  
 Stratford-on-Avon.  
 Capitol of Washington.  
 Mt. Vernon.  
 The Rialto.  
 Cologne Cathedral.  
 Castle of St. Angelo.

Castle of Chillon.  
 The Doge's Palace.  
 Interlaken.  
 The Royal Gorge.  
 Old Curiosity Shop.  
 Lion of Lucerne.  
 Geisbach Falls.  
 Lake Geneva and Chillon.  
 Stotzenfels—Castle of the Rhine.  
 Congressional Library.  
 The Parthenon.  
 Rome.  
 St. Peters.  
 Exeter Cathedral.  
 Salisbury Cathedral.  
 Arch of Triumph, Paris.

Minute-Man.  
 Entrance to Grand Canal.  
 Venetian Scene.  
 Scene on the Nile River.  
 Vispach Falls and Matterhorn.  
 Isle of Philae.  
 Interior of St. Marks.  
 Florentine Interior.  
 St. Mark's Square.  
 Lucerne.  
 Marine View.  
 Arch of Titus.  
 Cloisters of St. Paul's.  
 Kenilworth Castle.  
 Court of St. Marks.  
 Matterhorn and Grindelwald.



SACKETT SCHOOL  
 HALL

Mt. Blanc.  
 Scene in Holland.  
 Lake San Cristoral.  
 The Lake.  
 A Swiss Scene.  
 Durham Cathedral.  
 The Jungfrau.  
 Where Shakespeare Sleeps.  
 The Rockies.  
 The Alhambra.  
 Grand Canal by Moonlight.  
 Bridge of Sighs.  
 Venetian Scene.  
 Eiger, Monch and Jungfrau.  
 Tiber River Scene.  
 Acropolis.  
 Second Tunnel Grand River Canyon, Col.

Axenstrasse.  
 Yosemite Valley.  
 Mission, San Juan.  
 Mission Santa Barbara.  
 Piazzetta (Moonlight).  
 Alhambra, Hall of Justice.  
 Canon of Arizona.  
 Panorama del Molo Gondola (Venetian).  
 St. George's Island (Venetian).  
 Venice by Moonlight.  
 Westminster Abbey (Poet's Corner).  
 Ruins of Erechtheum.  
 Equestrian Frieze from Parthenon.  
 Vandramin Palace, Grand Canal.  
 Panorama of Wharf with Gondola.  
 Piazzetta with Columns and Isle of St. George.

The Arkansas Canon.  
 Tell's Chapel, Lake Lucerne.  
 View on the Rhine, Near Bingen.  
 Moonlight in Sweden.  
 Scene in Holland.  
 Convent.  
 Valley of Lauterbrunnen.  
 The Circus Maximus.  
 Anne Hathaway Cottage.  
 Home of Shakespeare.  
 Campanille.  
 Door of St. Marks.  
 Tomb of Hadrian.  
 Yosemite Falls.  
 The Heart of the Black Forest.  
 Bluffs of Green River.

Mt. Blanc.  
 Jerusalem.  
 Constantinople.  
 Scene in Delhi—India.  
 Valley of the Rhone.  
 Old Gate of the Alhambra.  
 Gateway to the Garden of the Gods.  
 Strasburg Cathedral.  
 Cloister Interior.  
 Entrance to St. Marks.  
 House of Parliament—London.  
 Abbotsford.  
 Heidelberg Castle.  
 Lexington Monument.  
 Ellen's Isle.  
 Falls of the Yellowstone.



SIBLEY SCHOOL  
 EIGHTH GRADE ROOM

Scene in Rotterdam.  
 Glacier.  
 Concord Bridge.  
 Old Ironsides.  
 Mt. Shasta.  
 Temple of Jupiter.  
 Tower Bridge.  
 Headlands of Maine.  
 Delaware Gap.  
 Newport Harbor. (Etching).  
 Colioni Statue (Venice).  
 Notre Dame Cathedral.  
 Crypt of Santa Maria Novello.  
 Tower Falls.  
 Along the Rhine.  
 Geysers.  
 Scene in Germany.

Venetian Portico.  
 Morning in Holland.  
 Interior of Monastery.  
 Garden of the Gods.  
 London Bridge.  
 Bunker Hill Monument.  
 Faneuil Hall.  
 Western Wheat Field.  
 View of the Rocky Mountains.  
 Narrow Canal—Venice.  
 Canal in Holland.  
 Crevasse.  
 Sapphire Hot Spring, Yellowstone Park.  
 Inspiration Point.  
 Pike's Peak.  
 The Paint Pot, Yellowstone Park.  
 The Midnight Sun.

Lick Observatory.  
 Warwick Castle.  
 Longfellow's Home.  
 Scenes from Scott.  
 Birthplace of General Grant.  
 Birthplace of Whittier.  
 Birthplace of Lowell.  
 Home of Lincoln.  
 Home of Longfellow.  
 Home of Bryant.  
 Court in Florence.  
 Old Faithful.  
 Canterbury Cathedral.  
 The Matterhorn Top.  
 American Falls—Niagara.  
 The Chamouni Valley.  
 Snow-Capped Mountain.  
 Balance Rock.  
 Ponte Vecchio.  
 Street in Nice.  
 Whirlpool Rapids.  
 Taj Mahal.  
 Durham Cathedral.

The Colosseum (Interior).  
 The Colosseum (Exterior).  
 Hawthorne's Home.  
 Facade of Notre Dame.  
 Scene on the Avon.  
 Burns' Home.  
 Palatine Hill.  
 Lu Chine Valley.  
 View on the Nile.  
 Lutschinen Falls (Upper).  
 Lutschinen Falls (Lower).  
 Rialto on Festival Day (Colored).  
 Canal Through Arches.  
 Grand Canal From Corner of Palace.  
 Rivo de Georgio.  
 Norman Fiord.  
 The Rhine Falls from Schaffhausen.  
 In and Around Boston.  
 The Piazzetta.  
 Cathedral of Milan.  
 Giotto's Tower.  
 Court of Lions—Alhambra.



SIBLEY SCHOOL  
 STAIRWAY



WADE PARK SCHOOL  
LIBRARY

### Statuary, Including Casts and Busts.

David.  
Abraham Lincoln.  
William McKinley.  
Charles Sumner.  
Louis Agassiz.  
Benjamin Franklin.  
Apollo Belvidere.  
Diana.  
Hermes.  
John Greenleaf Whittier.  
George Washington.  
Henry Wadsworth Longfellow.  
William Cullen Bryant.  
Froebel.  
Mendelssohn.

Christopher Columbus.  
Ulysses S. Grant.  
Buffalo Bill.  
Minerva.  
Laughing Boy.  
Singing Boys.  
Morning and Night.  
Hebe.  
Athlete.  
Maid of Lisle.  
Dying Gladiator.  
Venus de Milo.  
Mozart.  
Night.  
Victory of Samothrace.



SOUTH CASE SCHOOL  
HALL

Goethe.  
Schiller.  
Venus.  
Angel Heads.  
Mercury.  
William Shakespeare.  
Sir Walter Scott.  
Beethoven.  
The Young Augustus.  
Hector and Andromache.  
Cupid and Venus.  
Fidelity.  
Immortality.  
Alfred Tennyson.  
William E. Gladstone.  
James A. Garfield.

Phalanthus and Ethia.  
Liszt.  
Peasant Group.  
Moses.  
Wagner.  
Shield of Achilles.  
Equestrian Picture of Washington.  
Diana and the Stag.  
Judgment of Paris.  
Marriage of Cupid and Psyche.  
Cupid.  
Lincoln Monument.  
Dante.  
Lion.  
Greek Water Carriers.  
Columbus Sighting Land.



WAVERLY SCHOOL  
EIGHTH GRADE ROOM.

### Portraits.

George Washington.  
Abraham Lincoln.  
Henry Wadsworth Longfellow.  
Mozart.  
George and Martha Washington.  
George Dewey.  
Harvey Rice.  
Gutenberg.  
James Russell Lowell.  
Oliver Wendell Holmes.

John Milton.  
Pope.  
Addison.  
Alice and Phoebe Carey.  
Portrait of the Bust of Homer.  
Grant and Family.  
Sir Walter Scott.  
Julia Ward Howe.  
Alice and Phoebe Carey and Louise Alcott.  
Irving.



TREMONT SCHOOL.  
POET'S CORNER

Emerson.  
Raphael.  
Hawthorne.  
Harriet Beecher Stowe.  
John Greenleaf Whittier.  
William Shakespeare.  
William Cullen Bryant.  
Byron.  
Oliver Goldsmith.  
Thomas Moore.

General Sherman.  
Jefferson and Lincoln.  
Christopher Columbus.  
Queen Louise.  
U. S. Grant.  
William E. Gladstone.  
Daniel Webster.  
Alfred Tennyson.  
American Poets—Panel.



WOODLAND HILLS SCHOOL  
PUBLIC LIBRARY BRANCH

# An Account of The Home Gardening Association

“The Garden glows,  
And 'gainst its walls the city's heart still beats;  
And out from it, each summer wind that blows  
Carries sweetness to the tired streets.”

1904

## OFFICERS OF THE ASSOCIATION.

1904.

E. W. Haines, President.

Charles Orr, Treasurer.

Lucy B. Buell, Secretary.

### Committees.

#### Publication,

Starr Cadwallader,

Lucy B. Buell,

Rose L. McCoart,

#### Lectures,

E. W. Haines,

Rose L. McCoart,

Emma C. Davis.

#### Flower Shows,

Charles Orr,

Howard J. Strong.

#### School Gardens,

E. W. Haines,

Starr Cadwallader,

Emma C. Davis.

#### Trees and Their Preservation,

Harriet L. Keeler,

E. W. Haines.

## The Home Gardening Association of the Cleveland Public Schools.

"One call of the present time is "back to nature." It is a cheery invitation. Multitudes go from the city every year to enjoy for a time the delights of the country. Other larger multitudes must stay behind in cramped quarters where there is plenty of smoke and dust, but little to suggest the beauty of the fields and woods. The Home Gardening Association has pointed out a way to make the city wilderness bloom, to cause flowers to blossom in the smallest spaces. This has been done in order that those who can not go to nature may have a touch of it near at hand."

The Association, broadly stated, includes in its membership all of the teachers and most of the pupils of our elementary schools, and, it might be added, many of the parents. It is an instrumentality of greatest effectiveness in the education of the individual and of the community as well; it is an influence of great power in the improvement of environment and affords occasion for activities both physical and spiritual.

The history of the Association, a statement of its aim and purposes, and a record of its achievements as found in the following account will corroborate this statement of its value. This account will consist mainly of liberal extracts from the four annual reports of the Association, and also from an article in *The Outlook* in which Mr. Starr Cadwallader gave an account of the work of this Association.

As the initial steps in the organization of any movement are of the most importance, the first annual report will be largely culled from. It says:

"The pioneer in this movement is the Home Gardening Club of Goodrich House Social Settlement. This Club based its work on the theory that by individual efforts much valuable work can be done in the way of beautifying home surroundings, and that if each household performed its part in this work the beauty of orderliness and cleanliness would soon assert its supremacy over the disorder, dirt and debris which too often holds sway in crowded neighborhoods. That this theory has been worked out into practical results, is attested by the

changed aspect of much of the district in the neighborhood of Goodrich House. At first it seemed a very unpromising experiment as the district was one of greatest density of population. The blight of smoke and soot of neighboring factories was over all, and moreover while many people love flowers few are they who are willing to work against odds for a bit of bloom.

But undeterred by these considerations, Mr. E. W. Haines, a busy business man, organized a little group of people at Goodrich House into a neighborhood club for the cultivation of flowers at their homes; and from this small beginning has grown up a movement wide-spread and far-reaching in its influence and results.

To the founder of this Club, and the promoter of the work in the schools is due the credit for the wonderful success of the Association, his fertility of resource, his unfailing enthusiasm and the untiring efforts he has devoted to the forwarding of the enterprise and the extension of its scope, has, in largest degree contributed to the life and success of the movement.

To the principals and teachers of the Public Schools, the community is also greatly indebted, for without their hearty co-operation and the earnest efforts they made to extend the work, the movement could not have attained its present measure of success.

The workers of Goodrich House, having been successful in awakening an interest in the culture of flowers among their neighborhood people, conceived the idea of extending the work and reaching many neighborhoods through the public school children. The president of the Club presented the matter to the Superintendent of Schools, who heartily concurred in the plan. On February 23rd, 1900, a joint meeting of the officers of the Goodrich House Club and a committee of public school officials was held at Goodrich House. The result of the meeting was that a committee consisting of public school officers and teachers was appointed to carry on the work in the public schools, and another committee from the Goodrich House Club was appointed to have charge of buying and distributing seeds.

The matter was presented to the teachers and pupils by means of a circular sent out from the office of the superintendent of instruction. It met with the hearty approval and co-operation of the teaching force. The plan adopted was to supply penny packages of easily grown flowering annuals, to be sold to such pupils in the primary grades as wished to purchase them. A choice of nine varieties named below was given, and when the returns came it was found that nearly fifty thousand packages had been asked for.



ROCKWELL SCHOOL YARD  
OPPOSITE GOODRICH HOUSE

The time was auspicious for the introduction of the work because it correlated with the language lessons, which at this season were planned largely on the study of trees and plants.

In the circular sent out by Miss Davis it was suggested that teachers should give short talks upon the preparation of soil, time for planting, effects of sunshine and shade upon plants, proper time for watering them, etc., and that these talks should both precede and be concurrent with the planting of the seeds. On each package were printed full directions to the child, which also served as hints for some of these talks.

May 17th a second meeting was held at Goodrich House. It was reported at this time 48,868 packages sold to the children. The president reported as to the quantity of seeds used:

|                                  |                        |
|----------------------------------|------------------------|
| 37½ lbs. of Four-o'clocks.       | 17 lbs. of Larkspur.   |
| 42½ lbs. of Nasturtium.          | 19½ lbs. of Coreopsis. |
| 15½ lbs. of Zinnias.             | 15 lbs. of Marigolds.  |
| 33 lbs. of Morning-Glory.        | 13 lbs. of Calendula.  |
| 13½ lbs. of Batchelor's-Buttons. | Total 206½ lbs.        |

The sale of the penny packages covered all expenses; the cost of seeds, envelopes, putting them up, and printing.

The Association were also enabled to send to Hiram House and Alta House, Cleveland; Kingsley House, Pittsburg, Penn., and Westminster House, Buffalo, N. Y., four thousand two hundred thirty-eight packages that were not called for by the pupils.

On June 6th a circular was sent out by the committee suggesting that the teachers remind the pupils that at the beginning of the next school year in September, they would like a report of the success of their seed planting, and that a day might be set apart for a Flower Show, enabling the children to bring whatever available plants or flowers they had raised through the summer vacation.

On September 27th, a notice was sent out from the office asking the teachers of the schools where seeds had been distributed last spring to kindly ascertain how successful the children had been in the growing of the flowers through the summer. The committee asked that the teachers send reports, and added that it would be very inspiring to hear that a Flower Show had been held at the building. In pursuance of this request, the Principals handed in reports of what had been accomplished in the several buildings, and it was very gratifying and encouraging to learn that the experiment had been a success.

Perhaps the greatest good accomplished was in the efforts of the children to make others happy with their flowers. One little fellow

told how when friends called he "picked all his flowers and gave them to the people, and the next morning they'd be all in bloom again." He was giving, perhaps unwittingly, an illustration of the beautiful hymn, "Ceasing to give, we cease to have, such is the law of love." Many reported flowers sent institutions, to friends and sick people, absent scholars, accompanied by personal letters.

The following two letters, taken at random, will show the attitude of the children. They were written by children who come from environment of great limitations:

Cleveland, O., October 19, 1900.

*My Dear Miss W—* :

I am going to write a few lines about the seeds I planted.

You know I bought five cents' worth of seeds from the school when I was in your room last year. I planted my seeds and they grew very nice, indeed. I watered them every day. They are going to seed now. The four-o'clocks seed that I did not pick off the ground are beginning to grow already. What do you think of that?

When the Principal wanted the children to pick a bouquet of their flowers I brought a big bunch.

Your last year's scholar,

ETHEL DUNTON.

4 Broad St., Cleveland, O., October 18, 1900.

*Dear Miss H—* :

I will tell you how I succeeded with the seeds that I got in June. They did not grow at all. I watered them and did everything I could to make them grow. I was waiting for them to grow, but they did not. They were larkspurs, and I think they would have been very pretty if they had grown.

Your loving friend,

RUTH SINGER.

The blessed optimism of youth!

A report from one of the Principals will give an idea of the interest and delight that was taken in the Flower Show that was held in many of the schools:

"The hall of South Case School was made a bright place Friday, October 5th, by the flower show of the little gardeners.

"The vases of flowers were on the tables grouped around the statue of Minerva, in the center of the hall. The primary schools, as highly interested parties, came out for special views of the display. Most of the exhibits were labeled with the name of the exhibitor. One hundred children were represented in the display, and the flowers were sent after school to the hospital."

"The summer past and the flower shows over, it became a matter of prime importance to keep alive the spark of interest during the winter so that it could be easily kindled into enthusiasm for renewed effort at the return of the spring," states the account in the Outlook. "This was done in two ways: by a series of illustrated lectures and the distribution of bulbs. About three thousand bulbs were imported, and after being properly potted were sent out to be grown in the school rooms.

The illustrated lectures given by Mr. W. H. Moulton, Secretary of the Industrial Committee of the Chamber of Commerce, proved most attractive. The admission was entirely free, tickets being distributed by the pupils to the patrons of the schools, and by this means the parents were brought into sympathy with the Association and their co-operation secured. For, from first to last, there was never any lack of an audience. Parents as well as children were anxious to see and hear.

Wherever possible the lectures were given in the school buildings and consisted of stereopticon pictures with their explanations. These included views of beautiful and famous gardens in Italy, Germany, France, England and America; also views of home gardens showing how a few cents expended in seeds and a little work, can transform a barren, unattractive yard into a bower of beauty.

The lecturer also took occasion to bring out the way in which seeds should be planted and cared for, and emphasized also the possible arrangement of plants to exhibit to best advantage their size and color. The growing qualities of the various seeds were also mentioned. The illustrations included not only artistic arrangements of form and color secured in famous gardens by skilled workmen, but also results obtained by those who planted the seeds distributed by the Association the previous year. To these were added pictures of the flower shows in the schools. Interest centered in the pictures of these flower shows. The desirability of making a flower show in each school was mentioned."

In April, 1901, the second sale of seeds was made in the schools. At this time the choice was increased from nine to fifteen varieties, and the privilege of buying was extended to the pupils of the Grammar as well as the Primary Grades.

In the selling and giving away of seeds care was taken that they should not go where they would interfere with dealers who are in the business for a fair profit. That the dealers have been no losers through the Home Gardening Association is evident from the fact that they



GORDON SCHOOL  
FLOWER SHOW

report an increased sale of both bulbs and seeds, which increase they themselves attribute to the increased interest in flowers which has been awakened.

The many small gardens springing up all over the city are also a sure sign of the widespread interest that has been aroused.

That the flowers did not thrive equally well in all parts of the city is true, but there was no locality in which some degree of success was not attained. Even in the crowded manufacturing districts, where smoke, soot and scarcity of room were hindrances to great success, there was many a little garden of bright flowers, beautiful because of the care expended on it by some untrained childish hand.

In many cases the little garden planted and cared for so tenderly was the one bright spot in the home, bringing a touch of comfort and cheer to the household and exerting an elevating influence on their lives.

The year 1901 and 1902 was signalized by two new features of the work. The most important of these was that of beautifying the grounds of the Rockwell street school. To accomplish this it was necessary to secure the consent of the school authorities, and to provide a playground equal in size to the plot to be planted. This ground was found to be available in the rear of lots immediately adjoining the school. The owners of the ground, Case School of Applied Science, through its Board of Trustees, made an offer of this ground for the nominal rental of \$110.00 per year, which was accepted. Public-spirited citizens were asked to contribute the necessary funds, and a sufficient sum was readily subscribed. A leading landscape gardener generously gave his time and experience in preparing the grounds and superintending the work of planting. The result was all that could be expected, taking into account the obstacles to be overcome due to atmospheric and other conditions in this neighborhood. The space selected, the Bond street front, was sodded and many hardy flowering shrubs planted, which soon formed a pleasing and refreshing foreground for this rather dingy building. The school council has agreed to pay the rental of the playground for the coming year, and the ground now planted is to be kept in order during the coming year. Friends of this work have contributed over 4,000 bulbs, which were set out in the beds last fall.

The second of these new features is the first experiment of the Association in the way of a school garden. The trustees of Case School gave the use of the ground on the corner of Rockwell and Wood streets and this was planted mainly with the common flowers



THE TEST GARDEN  
ON ROCKWELL STREET

such as were distributed through the schools. An unfavorable season prevented a complete success, but during the months of September and October the children of Rockwell school were able to gather many flowers.

The following varieties did well in the test garden: Asters, Alternanthera, Ageratum, Sweet Alyssum, Castor Oil plants, Celosia or Cockscombs, Coreopsis in variety, Gaillardias, Helianthus Maximiliana, Helianthus Giganta, Heliopsis, Heliotrope, Spanish Iris, English Iris, German Iris, Lobelias, African Marigolds, Marvel of Peru or Four O'clock, Major Narcissus, Von Sion Narcissus, Golden Spur Narcissus, Nasturtiums, Phlox Drummondii, Petunias, Pennisetum, Hardy Pinks, Rudbeckia Subtomentosa, Rudbeckia Cut and Come Again, Rudbeckia Golden Glow, Stocks, Verbenas, Zinnias, Tulips in variety and Gladiolis.

The following did only fairly well: Dahlias, Erianthus Ravenna, Helianthus Soleil d'or, Balsams, Hydrangea Hortensia, Helichrysum, Moon Flowers, Tall Marigolds, and Tritomas or Red Hot Pokers.

The following were failures: Anthemis Tinctoria, Boltonia, Coleus, Cosmos, Eulalia (grasses) in variety, Helenium Autumnal, Hollyhocks, Monarda Didyma, Hardy Phlox, Salvia.

This fall (1902) a larger number of unpotted bulbs, 7,000, have been sent to the schools, and the fragrance and beauty of the flowers will be enjoyed during the coming spring. The plan of potting this last supply at the buildings was a good one, as the pupils having seen the work done may experiment at home. To many of the children this kind of plant is new and wonderful. They have seen the bulbs planted, and now after weeks of waiting, the tiny green shoots appear. They watch day by day, the sprout growing higher and higher, tenderly unfolding the bud in its upward reach to the light. Then picture their delight on returning some morning and finding blossoms whose brilliant coloring and sweet fragrance will be a joy for many days.

¶ The general interest aroused by the work of the Association suggested to one of our prominent daily papers the offering of cash prizes for the best garden and window boxes. This contest was first announced on May 10th, 1902, as open to all amateurs, regardless of whether the seeds were purchased from the Home Gardening Association or not. About two hundred persons entered the competition and a committee of the Association was appointed to view the gardens and award the prizes.

Another friend of the work offered prizes of bulbs for the best

beds of flowers grown by children, and these were also visited by the committee, and the prizes awarded.

The special feature of the year 1902-03 was the offering of prizes by the Association, first, for the best garden, and, second, to the schools having the best Flower Shows. The report of 1903 contains this account:

The Home Gardening Association offered as prizes in this competition:

\$10.00 for the best flower garden in the city, in class A.

\$10.00 for the best flower garden in the city, in class B.

\$10.00 for the best flower garden in the city, in class C.

The contest was open to amateurs who signified a desire to enter by June 15. The same person could compete for the prizes in two classes only. All gardens and flowers to receive consideration must have been planted by the owner, or a member of the family. The awards were determined by the arrangement and neatness, as well as by the quantity and variety of the flowers.

The judges, C. E. Kendall and Howard J. Strong, in making their report said: "Twenty-one wards out of twenty-six were represented. One ward had nine contestants. There were several instances where your committee had to decide between two or three really fine gardens that would easily have received first prize in other wards. There were many more fine gardens in the city than last year. Scores might have entered and taken prizes."

A number of interesting things were noted by those who inspected gardens in all parts of the city. The number of gardens cultivated, where natural conditions are hardest to overcome, was surprising. The care taken in such places to select only the most hardy plants was almost universal. On one street neighbors combined to improve the appearance of back yards. Here flowers were grown on each lot, and vines covered the open wire fences which separated one lot from another. Everywhere the profusion of color brought into bold relief adjoining barren spots.

The following is an account of the co-operation of one of Cleveland's public spirited citizens:

*The Dellenbaugh Prizes* In May, Judge Dellenbaugh offered bulbs as prizes for the best gardens, one reason for the offer being that: "The completion of our Park System and the adornment of our yards with shrubs and flowers will make Cleveland old mother earth's matchless beauty spot." The prizes were:

Class A. 1st prize, for best flower garden in each ward, lot 30 feet front—200 tulip bulbs.

Class B. 1st prize, for the best flower garden in each ward, lot 30 to 50 feet front—200 tulip bulbs.

Class C. 1st prize, for the best window box in each ward—200 tulip bulbs.

Class D. 1st prize, for best flower bed in each ward for each of the following varieties: asters, cannas, dahlias, four o'clocks, gladioli, marigolds, nasturtiums (climbing or dwarf,) phlox drummondii, salvia splendens, sweet peas, verbenas, zinnias, vines—200 crocus bulbs.

*Flower Shows.* On the first of June announcement of a flower show competition was sent to the school buildings, with a request from Superintendent Moulton that it be read to the pupils.

"The Home Gardening Association proposes to award prizes for the best flower shows to be given at school buildings between September 15 and October 15. There will be four first prizes and four second prizes as follows:

"First prize of \$10 and second prize of \$5 for best shows at buildings on the east side, division 1, boundaries announced later.

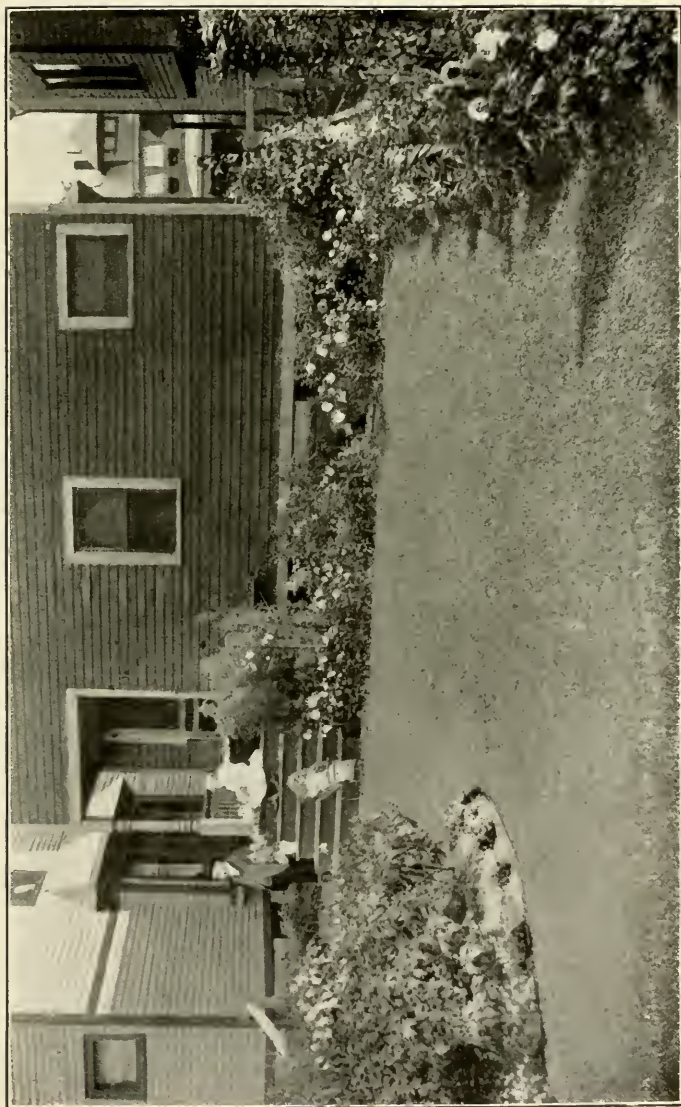
"First prize of \$10 and second prize of \$5 for best shows at buildings on the east side, division 2, boundaries announced later.

"First prize of \$10 and second prize of \$5 for the first and second best shows at buildings on the south side.

"First prize of \$10 and second prize of \$5 for the best and second best shows at buildings on the west side.

"Further particulars of these shows and prizes will be announced during September, the object of this advance notice being to arouse an interest during the planting and growing season."

The schools were divided into four groups, according to size or location, and in September a circular gave notice of the division in which each school belonged. This circular contained the following: "The Committee of the Home Gardening Association in charge of these exhibitions has appointed a jury of award, who, upon notice of an exhibition to be held in your building, will visit same at a time named by you. As the object of the Association is to encourage the growing of flowers in home gardens, it is expected that only such flowers will be shown, but no positive restriction is made, except that the money received for a prize shall be used to beautify the school or grounds. If your school expects to compete, please notify the committee."



A PRIZE WINNER  
ARRANGEMENT GOOD

In response to this invitation, twenty-four schools entered the contest:

The report of the committee of award, consisting of Messrs. H. J. Strong, C. E. Kendall, R. E. Miles, Charles Orr, and J. M. Siddall, commented thus upon the result: "The Association is to be congratulated upon the result of its work as shown in the great improvement in this year's exhibitions as compared with those of previous years. Last year the total number of shows did not exceed eight, while this year the number was just trebled, twenty-four schools entering the contest, this being one-third the total number of grade schools in the city. Aside from the regular competitors, upwards of thirty schools held shows without entering the contest, thus bringing the total number interested to considerably over two-thirds of the schools in the city.

"Moreover, instead of finding that the exhibits were largely the result of the efforts of teachers or a small number of the children, as has often been the case, it was usually reported that a very large proportion contributed to the success of the show, while in one case the principal said that she was certain every child in her school had a garden and, as far as she knew, there was not one who did not bring some offering of flowers.

"The number of shows and the quantity of flowers displayed not only was increased, but the taste shown in selection and arrangement gives evidence of a growing appreciation. Unique and artistic designs arranged by the children, while in one case a corridor some sixty feet in length, leading up to the flower show, had been decorated with flowers and leaves. The enthusiasm, also, which was in evidence, has been a source of satisfaction.

The new features for the spring of 1904 are two: First, the employment by the Board of Education of a professional Nature Study lecturer to conduct the illustrated lectures, combining Home Gardening with other Nature Study topics.

The second of these is School Gardens.

This new feature met with the hearty approval and support of the superintendent and director of schools.

The gardens were introduced into four districts, where individual gardens, to the number of thirty or forty, averaging about five by nine feet, were set off for the pupils of a single class selected by the Principal of the school. The gardens are to be planted in vegetables, all the work to be done by and all the products thereof to belong to the young gardeners. The Principal of the school and the teacher of the



WILLARD SCHOOL  
FLOWER SHOW

class are to have charge of the work, aided by the direction and supervision of an expert in this work.

A summary of the growth and extension of the work will be of interest.

The number of packages of seeds sent out in 1900 was 48,868; in 1904, 159,612, including 32,000 gladioli corms.

Flower shows began with six in 1900, and there were fifty-four in 1903. The number of lectures given in 1901-2 were twelve, in 1903-4 thirty-four were given. The number of school yards improved since 1901 are fifty-eight.

In 1900-1, 3,000 potted bulbs sent to school buildings; 1901-2, 7,000 unpotted bulbs; 1902-3, 11,000 unpotted; in 1903-4 no bulbs were supplied by the Association, the excess money being expended otherwise, but the schools were given opportunity to order bulbs through the Association, thereby securing specially unpotted bulbs at cost price. Schools ordered the astonishing number of 40,000 bulbs.

This is a summary of the phases of the work—but who could sum up the influences set in motion thereby?

The direct influence of the Home Gardening work upon the Nature Study, which has held an important place in our curriculum for many years, is marked. Our efforts to bring about an intimate acquaintance and secure a vivid interest in the development of plant life, from seed to fruit, in the school window gardens, have been immeasurably aided and forwarded by the work of the children in their home gardens. They are able to bring their own specimens for class work, and this of itself gives added zest and interest. They have learned to appreciate the value of rain and sunshine, and to understand their distribution as to time and place; to watch and study for themselves the germination of the seed, the growth of the plant, its bud and its bloom; to know many flowers before unfamiliar to them; to note the peculiar features of each; to distinguish colors and recognize their shades and tints.

The value of this work to the schools from the standpoint of the teachers can be best expressed in the words of one of them: "Four years ago, when this work was first introduced into the schools, it was not looked upon with favor by all. But it was then in the experimental stage: Year by year, the work of selling and distributing the seeds has been so simplified that it now meets with universal approbation, and keen regret would be felt if it were discontinued.

There is no part of the world of nature that so readily appeals to the senses as trees and flowers, and in none of her kingdoms is she so



A NATURE STUDY LESSON  
GORDON SCHOOL

lavish of her gifts. There can be no formal lesson in nature study. The best lesson is that which opens up a new vista and, by directing the observation, increases knowledge, and enlarges the capacity for enjoyment of the beautiful in life. Of what help has the Association been in this way? It has placed within the reach of every pupil in the schools the means of making a practical illustration of that part of nature study relating to soil, weather, and flowers, and of experimenting by following out instructions or suggestions received in class. It has brought the pupils into closer touch with nature, and opened new visions of beauty, by its annual distribution of bulbs and of carefully selected seeds.

Besides this our pupils have so many new ideas on plants and flowers, and are so anxious to communicate their thoughts and their successes, that they must have words to express themselves, and so they are constantly adding to their vocabulary. This, too, has been accomplished through the work of the Association; what the result will be, who can tell?"

That the work of the Association has a significant civic influence is attested by the two following communications, one coming early in the life of the Association and the second quite recently.

The following letter to Mr. Haines came in response to a note written by him in behalf of the Home Gardening Association to the Park Board:

Cleveland, Nov. 3, 1900.

*Mr. Haines:—*

Dear Sir:—Referring to yours of the 26th, I have to say that the Park Board has already taken action in the direction of your recommendation on the behalf of the Home Gardening Association, and has ordered a large quantity of bulbs for early spring growth and flowering, to be placed in the Public Square and other suitable localities in connection with the Parks.

Yours truly,

(Signed) J. G. W. COWLES,  
President.

Forty thousand of these bulbs were placed in Monumental Park alone.

One of the local organizations, the Slavic Alliance, which used the seeds, sent through its president the following communication:

"The Slavic Alliance was organized in Cleveland in December, 1902. Its field of activity and service is among the people of Slavic origin. The Slavic race is represented in our city by members of the

following nationalities, here given in the order of their numerical strength, namely: Bohemians, Poles, Slovaks, Slovenes, Croatians and Russians. By birth or descent there live today in Cleveland about 100,000 persons of Slavic blood. The Slavic Alliance is a non-sectarian organization, its objects being purely educational and philanthropic. As stated in its constitution, its purposes are: 'To foster a spirit of kinship among the people of Slavic origin for the purpose of uplifting the race; to aid them in all that tends to their moral, social and intellectual advancement; to assist them in the defense of their common interests, and to teach them the rights and duties of American citizenship.'

"The work of the Home Gardening Association of Cleveland was called to the attention of the members of the executive body of the Alliance, which consists of delegates from the various lodges or societies of the different nationalities. The beneficial results of this work, both material and moral, appealed to all, and it was decided to begin our part in the crusade for a more beautiful and healthful Cleveland, and to arouse in our people a greater civic pride. And so we incorporated as a permanent feature the home gardening movement in our working program.

"The Slavic newspapers of Cleveland, and even some in other cities, heartily endorsed the home gardening movement and encouraged it. Many orders for seeds were received from points outside of Cleveland. In 1903 the Slavic Alliance bought from the Home Gardening Association 65,000 packages of seeds; these were in addition to those purchased by the children of Slavic parents who attend the Public Schools.

"For the year 1904 the Slavic Alliance is making preparations to give a greater impulse to this movement. Among other things 25,000 copies will be issued in four different languages of a pamphlet upon home gardening and home improvement, containing instructions and hints as to successful cultivation, and dealing separately with each variety of flowers in this year's list. The Alliance seeks to meet the situation in the most practical way, and hopes to realize in some humble measure the fruits of these efforts for the good of our fair city and for the enrichment of its civic life."

The plant that springs into life and blossoms in a day, is often beautiful but always short-lived. The plant of slower growth is sturdier and long-lived. So with our Association. With a wise conservatism, the Home Gardening Association work in the schools began simply, with distributing seeds to the Primary Grades, but year by

year has extended this work and widened its scope until it now embraces the many phases herein set forth.

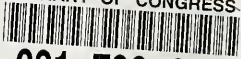
A well-known Landscape Gardening Magazine expresses this estimate of this work:

"The results have been surprising, but they substantiate the wisdom of the oft-expressed idea that to gain immediate results for any effort in the direction of the improvement of home surroundings as a national issue, it must be made through the medium of the Public School children, whose influence in the community has not yet been thoroughly appreciated of its final value."

If an increasing proportion of our population is destined to live in cities which destroy the ordinary æsthetic influences of nature, then any effort to conserve in the mind of the child a love for beauty, and to teach simple ways in which that love may be gratified, cannot fail in time to make an impression upon the poorest and most confined areas of the twentieth century city. Above all, the plan here outlined carries for the practical-minded who desire to do something for the betterment of the communities in which they live a recommendation not often attached to plans of this kind—it pays for itself.



LIBRARY OF CONGRESS



0 021 720 871